

EDITORIAL

The international scientific conference *Tradition of Public Democratic Education*, which took place on November 12th, 2009, followed in the previous tradition of pedagogical conferences focused on the issues of history of pedagogy carried out at the Olomouc university at the end of the last century. Its title refers to year 1869 when a new school act, the so-called *Imperial School Act*, was passed and introduced in Austria-Hungary. According to historians, it was the first modern school act based on the need of school reform in the new democratic society; it introduced teachers' professional training, emphasized the need to educate children with specific needs. Thus, it is a brilliant idea to hold a historical conference in order to recall its heritage and start a tradition of gathering of the specialists over the issues of history of education and to accentuate its significance which is slightly marginalized today.

Concededly, among the most important guests of the conference was the founder and "classic" of history of pedagogy at the Faculty of Teaching, Palacký University, Olomouc, prof. PhDr. Václav Kovářiček, CSc., whose contribution emphasized the need to follow the tradition of research in this area; further prof. PhDr. Karel Rýdl, CSc., one of the top researchers in the field of history of pedagogy, or prof. Roman Tomaszewski presenting the contemporary direction of history of pedagogy in Poland.

Although the conference was focused mainly on history, it also included issues seemingly marginal. These issues are still an integral part of the historical context of education and widen the rather stable concept of history with their specialization. And the attempt to re-think and re-conceive history of pedagogy as a scientific discipline within the curriculum of the undergraduate training of teachers was one of the most discussed issues of the conference. It once again proved that discussing the issues of history of pedagogy is in fact discussing the topical issues, closely related to the contemporary concept of pedagogical sciences. The integration of contributions which are seemingly not the key topics of history of pedagogy into the programme of a history-oriented conference was the greatest benefit for re-thinking the concept of the branch.

The conference organization committee represented by

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